



PRE AND POST VISIT LESSON PLANS

sydneyjewishmuseum.com.au
 9360 7999
booking@sjm.com.au



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We are looking forward to welcoming you and your students to the Sydney Jewish Museum.

In order that students get the most out of their visit, it is important that they are aware of what to expect on their excursion. This resource provides a 1-hour pre-visit lesson plan and 30-minute post-visit debrief.

The former is focused on setting student expectations as well as knowledge assessment, knowledge synthesis, and critical thinking. The post-visit debrief is focused on both interpersonal and intrapersonal meaning making.

PRE-VISIT LESSON PLAN

TIME	ACTIVITY	MATERIALS	IMPORTANT POINTS/INSTRUCTIONS	OBJECTIVE
5-10 mins	Explanation of Excursion	None	<p>There are some important points of information that students should be aware of before arriving at the museum. This includes what to (and not to) bring, behavioral expectations, and potential triggers:</p> <p>Bags</p> <p>We have limited storage for bags, we ask that students minimize their baggage. If students bring their lunch to eat in the park before/after their visit, we ask that they do so in small bags so that several can fit in each locker.</p> <p>The museum does have security and students should be ready to consent to a bag search.</p> <p>Particulars</p> <p>Students do not need to bring anything in particular in order to participate in the program.</p> <p>Photography</p> <p>Photographs may be taken inside the museum (no flash). There is to be no filming of the inside or outside of the museum building.</p> <p>BEHAVIORAL EXPECTATIONS</p> <p>The Sydney Jewish Museum is a place of enquiry and learning, but it is also a memorial to victims of the Holocaust. As such:</p> <ul style="list-style-type: none"> - The expectation is that students will conduct themselves respectfully and engage with the program at all times, and that this is supported by attending teachers; - Mobile phones are to be switched off or placed on silent; - No food or drink should be consumed in exhibition. 	<p>Logistical Preparation</p> <p>Assessing and Managing Student Expectations</p>

	Explanation of Excursion continued.		<p>TRIGGER WARNING</p> <p>All of our programs are tailored by year group to the developmental stage of students.</p> <p>However, there is some material within the Museum program that raises content that may be distressing for some students. It is important that students are aware of the presence of such material prior to their visit. Students are encouraged to seek out aid from teachers or Museum staff should they feel distressed or unwell at any point during their visit</p> <p>MEETING A HOLOCAUST SURVIVOR</p> <p>Meeting a Holocaust survivor is an amazing experience for students.</p> <p>As survivors of traumatic experiences, sharing their wartime experience is not an easy thing and it is important to remember that our survivors are also ageing. You will find that survivors exhibit a range of emotions from joy to sadness, anger to disillusionment.</p> <p>We ask that students show the utmost respect to survivors and, in particular, ask questions during the allocated time in this part of the excursion.</p> <p>Questions are <i>critically</i> important to our survivors. It shows them that their story has been heard and engaged with.</p>	
15-20 mins	Anticipation	<p>Classroom board and board markers.</p> <p>Post-it-notes (opt.)</p>	<p>Activity 1: Anticipation</p> <p>Anticipation is an activity asks students to express their opinions and ideas before they delve into a particular idea, example, or experience. In this format, a broad question is be presented on the classroom board for students to which students can respond. In this case, two questions are important prior to your visit:</p> <ol style="list-style-type: none"> 1. <i>What do you expect to encounter at the Sydney Jewish Museum?</i> 2. <i>What questions do you want to ask the Holocaust survivor you will meet?</i> <p>1. Preparation</p> <ul style="list-style-type: none"> - Each student will need access to a marker or post-it-notes and a pen. - Present questions. <p>2. Response</p> <ul style="list-style-type: none"> - Ask students to write down responses on the board (or on post-it-notes that can be stuck to the board). They can write as many as they choose. <p>3. Discussion</p> <ul style="list-style-type: none"> - Discuss responses in order to manage expectations and prepare appropriate questions for the Holocaust survivor. 	Assessing and Managing Student Expectations

20-30 mins	Exhibition	Attached stimuli. Individual writing materials.	Activity 2: Exhibition In an exhibition, students explore multiple stimuli that are displayed as a gallery wall in an exhibition. We have provided you with four photographs as well as a caption for each image (at the end of this resource pack) 1. Preparation - Display provided photographs around the classroom <u>without</u> the captions. 2. Explore - Give students some time to walk around the exhibition. - At each source, ask students to answer the following for each photograph: <div style="margin-left: 40px;"> - <i>What can you tell about the person in the photograph?</i> - <i>What do you think the connection is to the item they are holding?</i> - <i>What questions are you left asking?</i> </div> 3. Discussion - Ask students to report back on each image in a class discussion. 4. Reveal - Reveal the captions, reading them to the class, and discuss.	Knowledge Assessment Knowledge Synthesis Critical Thinking
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POST-VISIT DEBRIEF

TIME	ACTIVITY	MATERIALS	IMPORTANT POINTS/INSTRUCTIONS	OBJECTIVE
20-30 minutes	Affinity Grouping	Classroom board, pens and post-it-notes.	<p>Activity 1: Affinity Grouping</p> <p>Affinity grouping allows students to individually reflect on an experience whilst also making meaning as part of a class cohort.</p> <p>1. Preparation</p> <ul style="list-style-type: none"> - Each student will need post-it-notes and a pen. <p>2. Response</p> <ul style="list-style-type: none"> - Ask students to write down words or phrases (one per post-it-note) that encapsulate their response to what they encountered at the Museum. They can write as many as they choose. <p>3. Discussion</p> <ul style="list-style-type: none"> - In a group discussion, students are to group together like-minded responses and discuss. - To begin, ask one student (or the teacher) to stick response on the board (or a wall), explaining why they wrote that down. - Students with similar responses can group together their notes with the original, each explaining their own reasoning. - Ask a different student to volunteer another post-it-note to start another group. - If a note arises with no similarities, place to the side of the board to discuss later. It is important to discuss the notes for which there is not large group as these outliers will raise further nuanced understanding of the experience. - Continue until all the post-it-notes are grouped up on the board. 	Meaning Making

Professional Development

The Sydney Jewish Museum is a NSW Education Standards Authority (NESA) endorsed provider of professional development for the maintenance of accreditation at Professional Competence.

For our upcoming PD opportunities visit our website: sydneyjewishmuseum.com.au

ACTIVITY 2

EXHIBITION STIMULI



Image: Katherine Griffiths, Sydney Jewish Museum Collection

Holocaust Survivor Paul Drexler

- Born 1938 in Spacince, Slovakia
- Survivor of Sered and Theresienstadt camps

Paul holds the cashmere blanket purchased for him by his father, Eugene. The blanket comforted him when he was deported and interned (Sydney Jewish Museum Collection M2016/021:003)

“When I was three years old, my father bought me two small blankets for my bed. They were cashmere, very soft, and had an interesting frieze going from side to side that featured a man leading a camel in the desert. In September 1994, during the final round-up of Slovak-Jews, our family was ordered by the Nazis to report to the authorities for resettlement. Even as a young boy, I could feel the tensions. And that my parents were really afraid.

We were taken to a transit camp in Slovakia called Sered. It was here, in December 1994, that I saw my father for the last time. Two weeks later, my mother and I were pushed into a cattle train crammed with other women and children. My blankets kept me warm whilst I sat cramped on the floor of the carriage for the next five days. Our transport, headed for Auschwitz, was diverted to Theresienstadt. We were issued with coarse, thin blankets, but the feel of the soft wool of my own blankets and their familiar fragrance gave me a sense of security. When I missed my father and the home life we had in Spacince, I played a game of make-believe with the figures on the frieze of the blankets.

We were liberated on 8 May 1945. My mother and I immigrated to Australia, and we made a new life in Sydney. I had always wondered what had happened to my father and how he had died a victim. Since I became a father myself, I had never felt complete not knowing the truth of his death. The journey in search of my father lead to me writing a memoir.”



Image: Katherine Griffiths, Sydney Jewish Museum Collection

Holocaust Survivor Lotte Weiss

- Born 1927 in Bratislava, Czechoslovakia
- Survivor of Auschwitz, Gross-Rosen, Flossenbug, Hainichen, and Theresienstadt camps

Lotte Holds her concentration camp mug shot, taken in Auschwitz, 20 June 1942. Her prison number, 2065, is tattooed on her arm. (Sydney Jewish Museum Collection, courtesy Auschwitz-Birkenau State Museum M1992/005).

In March 1942, Lotte and her two sisters were deported from Bratislava in Czechoslovakia to Auschwitz. In June, Lotte narrowly escaped death when, after being sentenced to a punishment camp, the transport to which she was allocated was already full. She was also lucky to survive a bout of meningitis. In August, she was transferred to Birkenau. A month later came the devastating discovery of uniforms bearing her sisters' numbers at the clothing collection point for the gas chambers.

Feeling hopeless, Lotte was transferred from road construction work to the 'Kanada' block, sorting the belongings confiscated from prisoners. She was selected for sterilization, but managed to escape. Despite lying about her secretarial skills, she was chosen to work in the office of a German mining company. Whilst conditions at the office were much better than in the rest of the camp, she still suffered frequently from boils and throat infections.

By January 1945, prisoners could hear the Russians advancing; Auschwitz was evacuated. Fortunately, Lotte remained under the custodianship of the mining company, moving from camp to camp. She arrived in Theresienstadt in April 1945, where, after a few days, she was liberated by Russian troops. Lotte Weiss attributes her survival to a series of miracles. Her parents and five siblings all perished in Auschwitz.



Image: Katherine Griffiths, Sydney Jewish Museum Collection

Holocaust Survivor Jack Meister

- Born 1928 in Kielce, Poland
- Survivor of Auschwitz, Buna, and Buchenwald camps

Jack holds a photo of himself, taken at the liberation of Buchenwald in April 1945.
(Sydney Jewish Museum Collection M2009/063)

"In March 1941, my family was sent to Kielce ghetto. I was order to do the menial and dirty jobs because I was a strong young boy, a good worker. Some of these jobs included helping on building sites, cleaning out sewers, cleaning streets, and taking headstones off Jewish graves and using them in the footpaths.

In august 1942, the ghetto was liquidated and when I came back from forced labour, my family was gone, without any word of their fate. To this day, I do not know what happened to them.

I was transported to a factory for a year before being transported to Auschwitz, where I was tattooed with the number B488 on my forearm. I was then transferred to Buna concentration camp, which was part of the Auschwitz complex.

At the end of 1944, we began a long march to Buchenwald. Many did not survive. German soldiers made us carry their backpacks and sometimes their guns, but we never thought to escape.

In April 1945, I was finally liberated by American soldiers. They came into the camps and gave us lots of food and drink. An American soldier gave me some chocolate, and a change of clothes. He took my picture, then came back the next day and gave it to me. I still have the picture to this day."



Image: Katherine Griffiths, Sydney Jewish Museum Collection

Holocaust Survivor Yvonne Engelman

- Born 1927 in Dovhe, Czechoslovakia
- Survivor of Auschwitz-Birkenau and Peterswaldau munition factory

Yvonne received a set of glass plates from Woolworths as a wedding gift. It is a point of pride that she never broke a plate. (Sydney Jewish Museum Collection M2008/029:001)

“I come from a beautiful place in Czechoslovakia when my family lived for generation. I was an only child and only grandchild. When the war started, my schoolmates who had sat next to me a week before, did not acknowledge who I was.

Taken to the ghetto, we lived in fear, in crowded circumstances with little food and poor hygiene. Selections took place. We were marched into cattle wagons like sardines in a can and taken to Auschwitz-Birkenau. My father said to me ‘I don’t know where we are going, but I’m sure it’s not a holiday. You have to promise me one thing: that you will survive.’ Upon arrival, a doctor directed my parents to the left and I never saw them again.

My job was to search all garments that the prisoners had been forced to discard, in case valuable items were sewn into them by their owners. Surrounded by bared wire and dogs, I was starving, lice-infested and had scurvy. I could not believe this was happening to me. As the Allies came closer, we were sent on death marches. On 8 May 1945, we were liberated by the Russian Army. I travelled to Prague where a Jewish organisation sponsored orphans to come to Australia.

We arrived in 1948. I was penniless, but happy to walk the street as a free person where no one abuses you. I learned English and met my husband who was also a survivor. We were married 66 years! Together we worked hard, bringing up our family without relatives, cousins, or grandparents.”